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This annotated bibliography is a collection of the more significant, recent (since 1962) literature describing or proposing programs for the inservice or preservice preparation of educational administrators for public and private educational organizations at the elementary, secondary, and higher education levels. The 36 documents included deal with such topics as the influence of the social sciences and the humanities on the preparation of educational administrators, the writing of case study materials, and the use of simulation. (PP)

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ANNOTATED BIBLIOGRAPHY ON EDUCATIONAL ADMINISTRATOR PREPARATION PROGRAMS

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October, 1968

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INTRODUCTION

This annotated bibliography is a collection of the more significant recent (since 1962) literature describing or proposing programs for the inservice or preservice preparation of educational administrators for public and private educational organizations at the elementary, secondary, and higher education levels. The documents included deal with such topics as the influence of the social sciences and the humanities on the preparation of educational administrators, the writing of case study materials, and the use of simulation.

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Philip Piele

American Association of School Administrators. Committee for the Advancement of School Administrators. New England's Academic Common Market: a case study of a regional cooperative plan designed to utilize the total educational resources of the six New England states for the purpose of improving graduate preparation programs for school administrators. Washington, D. C.: AASA, 1963. Pp. 28.

Outlines program entrance requirements, cooperative transfer of credits and broad curriculum content.

American Association of School Administrators. Committee for the Advancement of School Administration. The professional preparation of superintendents of schools. Washington, D. C.: AASA, 1964. Pp. 71.

Studies progress made and changes needed in the content and character of preparation programs from 1958-1963.

American Association of School Administrators. The education of a school superintendent. Washington, D. C.: AASA, 1963. Pp. 33.

Contends that preservice training cannot remain static. Suggests a broad course of study involving economics, taxation, political science, anthropology, sociology, psychology, philosophy, literature, and history. Proposes a graduate level program beyond the fifth year to include (1) problems, developments, and issues in the American culture; (2) theory and practice in planning, organizing, and administering the program of a school system; and (3) research and evaluation, together with skill in communication, particularly as related to school-community relations.

American Association of School Administrators. Inservice education for school administrators: report of the AASA Commission on Inservice Education for School Administration. Washington, D. C.: AASA, 1963.

Emphasizes the role of state associations of school administrators, institutions of higher education, state educational agencies, and local school districts in developing and sustaining inservice programs for school administrators.

American Association of School Administrators. Inservice programs for school administration. Washington, D. C.: AASA, 1966. Pp. 20.

Lists the organizational resources vital for a significant inservice program for school administrators; suggests guidelines for evaluation.

Culbertson, J. Differentiated training for professors and educational administrators. Paper presented at annual meeting of the American Educational Research Association, Chicago, February 1968. Pp. 26

Development and organization of a differential training program for professors and educational administrators are discussed in relation to (1) recruitment and admission of students, (2) curriculum content, (3) working relationships with professors, (4) kinds of "reality oriented" learning situations provided, (5) internship experiences, and (6) culminating program activities.

Culbertson, J. & S. Hencley (Eds.). Preparing administrators: new perspectives. Columbus, Ohio: University Council for Educational Administration, 1962. Pp. 173.

Ten papers outlining new perspectives for preservice and inservice preparation of school administrators.

Culbertson, J. and others. Toward the development of a 1969-1974 UCEA plan for advancing educational administration. Columbus, Ohio: University Council for Educational Administration, 1967. Pp. 132.

An analysis of the complex elements involved in developing a preparation program for educational administrators. Describes at length current thinking concerning the improvement of educational administration including the present state of implementation.

Culbertson, J. and others. The design and development of prototype instructional materials for preparing educational administrators. Columbus, Ohio: University Council for Educational Administration, 1967. Pp. 246.

Contains detailed information on three different types of prototype materials developed for use in preparing educational administrators: (1) a management bargaining game, (2) materials designed to generate and give meaning to a number of conceptual frameworks related to planned change, and (3) a set of two computerized, simulated administrative situations based on systems concepts.

Davies, D. R. The internship in educational administration. Washington, D. C.: The Center for Applied Research in Education, Inc., 1962. Pp. 117.

A definitive description of internship as it has developed and now exists in educational administration. Elaborates on the internship experience, the structuring and administering of the program, and the effects of internship programs upon universities, sponsoring administration, and intern. Points out the weaknesses in current programs and lists recommendations for strengthening them.

Farquhar, R. H. The humanities and educational administration - rationales and recommendations. Paper presented at the annual meeting of the National Conference of Professors of Educational Administration. Tucson, Arizona, August, 1967, and will be published in the Journal of Educational Administration, October, 1968.

Discusses contribution the humanities can make in improving the preparation of educational administrators; proposes plans for successful implementation of a humanities-oriented preparation program.

Farquhar, R. H. Incorporating humanities content into preparatory programs for educational administrators: rationales and strategies. Columbus, Ohio: University Council for Educational Administration, 1967. Pp. 30.

Attempts to provide an awareness base concerning the kinds of programs utilizing humanities content in preparing administrators. (Copies of the document are available from EDRS. Microfiche price: $0.25; hard-copy: $1.28. When ordering ask for document number ED 014 818.)

Farrell, M. M. The value of the internship in the preparation of educational administrators. (Doctoral dissertation, The Catholic University of America) Ann Arbor, Mich.: University Microfilms, 1966. No. 67-1256.

A survey and evaluation of the educational administrator internship programs. Concludes that internship programs are vital to preparation programs and more attention must be given to their expansion, coordination, financing, administration, and evaluation.

Foster, G. The use of selected content from the humanities in graduate training programs for educational administrators. (Doctoral dissertation, Ohio State University) Ann Arbor, Mich.: University Microfilms, 1965. No. 66-6253.

Uses Goldhammer's interdisciplinary approach to the social sciences as a comparable rationale to integrate the humanities into the preparation programs of educational administrators.

Frasure, K. J. Your leadership development program. Paper presented at the annual conference of the American Association of School Administrators. Atlantic City, New Jersey, February, 1968. Pp. 22.

Recent developments in educational administration provide means for improving inservice education, particularly in leadership development. Various approaches to inservice educatior for administrators are discussed, and specific recommendations are made for improving programs of educational leadership development.

Goldhammer, K. Implications for change in training programs. In Eidell, Terry L. and Kitchel, Joanne, (Eds.) Knowledge production and utilization in educational administration. Eugene, Oregon: University of Oregon, Center for the Advanced Study of Educational Administration, 1968. Pp. 184. Chapter 7.

Recommends that school administrator preparation programs involve "knowledge-building experiences, skill-building experiences, diagnostic experiences, experiences in the application of knowledge and data to concrete situations, and experiences in the interpretation of knowledge for specific application to discrete problems and communities."

Goldhammer, K. The social sciences and the preparation of educational administrators. Columbus, Ohio: University Council for Educational Administration. Position paper UCEA Task Force on "The social sciences and the preparation of educational administrators," 1963. Pp. 45.

Outlines the general objectives of a school administrator preparation program built around the social sciences.

Goldhammer, K. The post-doctoral training program in education: final report. Bureau of Research, U. S. Office of Education, Washington, D. C., 1967. Pp. 7.

An evaluation of a post-doctoral training program in educational administration conducted at the University of Oregon, 1966-67. (Copies

of the report are available from EDRS. Microfiche price: $0.25; hard-copy: $0.36. When ordering ask for document number ED 014 130.)

Governor's Education Improvement Advisory Commission. In-service education for teachers and administrators. Report No. 4. Salem, Oregon: GEIAC, 1965. Pp. 11.

Purposes an organizational structure for inservice training of administrators utilizing educational resources at all levels in the state.

Greer, F. B. The internship for prospective school administrators: a determination of best practices and proposals for programs in North Carolina. (Doctoral dissertation, University of North Carolina) Ann Arbor, Mich.: University Microfilms, 1958. No. 58-5944.

Presents the findings of a study examining the desirable practices and provisions of internship programs in educational administration. Concludes with recommendations for improving internship programs.

Hencley, S. P., (Ed.). The internship in administrative preparation. Columbus, Ohio: The University Council for Educational Administration, and Washington, D. C.: The Committee for the Advancement of School Administration, 1963. Pp. 159.

Collection of papers focusing on four significant areas of educational administrator internship programs: (1) development of conceptual and theoretical framework, (2) endorsement and accreditation of school district internship programs, (3) planning for change and innovations, and (4) cost of implementation.

Holemon, R. L. Educational administrator training for the multi-cultural community. Albuquerque, New Mexico: University of New Mexico, 1968. Pp. 101.

Final report for the National Institute of Mental Health of a three-year pilot project (1964-1967) conducted to develop an effective program for the training of educational administrators who could serve as agents for constructive educational change in communities with sizeable proportions of Spanish-American and Indian-American members.

Immegart, G. L. Guides for the preparation of instructional materials in educational administration. Columbus, Ohio: University Council for Educational Administration, 1967. Pp. 49.

Presents operational guidelines for writing case materials to be used in preservice and inservice preparation of educational administrators. Includes five kinds of instructional case studies: concept, incident, dilemma, relationship and event.

Leu, J. and H. C. Rudman, (Eds.). Preparation programs for school administrators: common and specialized learnings. Seventh UCEA Career Development Seminar. East Lansing, Mich.: Michigan State University, College of Education, 1963.

Examines administration in social, institutional, and professional contexts. Identifies some of the skills and knowledges that all administrators must possess, plus those skills which are unique to each position in the administrative hierarchy.

Lynch, P. D. & P. L. Blackstone, (Eds.). Institutional roles for in-service education of school administrators. Albuquerque, New Mexico: University of New Mexico, Department of Educational Administration and Foundations and the University Council for Educational Administration, 1966. Pp. 145.

A compilation of nine papers ranging in content from general applications of inservice education of school administrators to specific exemplary programs of inservice training for industrial management.

McGrew, J. F. An appraisal of administrative preservice training programs conducted by school districts. (Doctoral dissertation, University of Southern California) Ann Arbor, Mich.: University Microfilms, 1966. No. 66-3824.

Identifies common characteristics of preservice training programs. Purposes greater formalization of trainee selection, program research, and school district and university cooperation.

Manion, J. An investigation of selected programs of administrative internship in higher education. Unpublished doctoral dissertation, Denver University, 1967. Pp. 119.

Report of study to determine the initial career effect of administrative internship experience in higher education upon those who participated and to recommend guidelines for future internship experience in academic administration.

North Carolina. Appalachian State Teachers College. The program of preparation for school superintendents and principals: supplementary report. Boone, N. C.: ASTC, 1962. Pp. 27.

Lists specific objectives for preservice and inservice preparation of principals and superintendents. Discusses the program's entrance exams and screening process. Outlines the required and elective curriculum for both superintendents and principals. Program includes interdisciplinary instruction by professors in academic areas.

Pharis, W. L. In-service education of elementary school principals. Washington, D. C.: National Education Association. Department of Elementary School Principals, 1966. Pp. 48.

Emphasizes the need for continuing education of the elementary school principal, especially as it related to social problems. In-service mediums for individuals include: (1) self-evaluation with analysis of both time and work allotments, (2) wide reading in the humanities, (3) written composition. Inservice mediums for groups include: simulation, case studies, human relations exercises conducted under laboratory conditions, research seminars, unstructured seminars and retreats. (Document is

available as NEA Stock Number 181-05512 from the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036. Price $1.00.)

Scott, W. W. A study of preparation programs in school administration as affected by collective negotiations. (Doctoral dissertation, Michigan State University) Ann Arbor, Mich.: University Microfilms, 1966. No. 66-14172.

Strongly recommends that administrator preparation programs include the study of collective negotiations.

Schmuck, R. & C. Jung. Training for involvement in planned change for education. Washington, D. C.: National Training Laboratories, 1968. (In process.)

A collection of papers suggesting specific procedures for training educational personnel to plan for more effective change.

Tope, D. E., (Ed.). A forward look - the preparation of school administrators 1970. Eugene, Oregon: University of Oregon, Bureau of Educational Research, 1960. Pp. 177.

Collection of papers discussing preparation programs in educational administration emphasizing the use of the social sciences.

Trump, J. & C. Smith. Meeting the challenge of change: the mid-year institute for secondary school principals. Washington, D. C.: National Association of Secondary School Principals, 1967. Pp. 13.

Proposal for an in-service program designed to take a principal out of his school at mid-year and expose him to new developments in curriculum, learning theory, educational technology, techniques of program evaluation, and change and innovation.

University Council for Educational Administration. Report to the plenary session: status of a five-year plan to improve preparatory programs for school administrators. Columbus, Ohio: UCEA, 1963.

Discusses current trends in the improvement of school administrator preparation programs.

University Council on Educational Administration. Simulation in administrative training. Columbus, Ohio: UCEA, 1967. Pp. 46.

Detailed description of the uses which so far have been made of simulated materials in training educational leaders.

Weinberger, M. J. The use of simulation in the teaching of school administration. (Doctoral dissertation, Columbia University Teachers College) Ann Arbor, Mich.: University Microfilms, 1965. No. 66-6561.

Examines the purposes, materials, methods, format and participants in past uses of simulation in preparation of school administrators and suggests improvements for future use.